



Progress: Second Year of Reform



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2008-2009 School Year Progress Report

Published December 2009

A message from
Mayor Adrian M. Fenty



Dear Fellow Washingtonians,

Quality education is the cornerstone of equality and opportunity. For too many years, our priorities and resources were misdirected and we lost our essential focus on providing all of the District’s children with a top-flight education. I came into office with a mandate to make material and tangible improvements to the District’s schools, and we have worked tirelessly to do so. Since becoming Mayor, I have heard one consistent message from citizens across the District – from parents and students, teachers and administrators, and District residents with and without school-aged children: only by improving the educational experience of all our children will they be equipped to succeed and flourish in work and life.

Two years into reform of the DC Public Schools, I am proud to present the progress we have made. While much remains to be accomplished, this report summarizes our achievements in the second year of DCPS’s mission to deliver the 21st century skills our students need in an increasingly competitive labor market. As one of only many markers, our academic achievement levels are rising even as scores nationwide have stalled. Beyond improved performance, there is a level of enthusiasm for this progress that is shared by all affected – parents, teachers and administrators, and, most importantly, our students.

I remain committed to the promise I made three years ago: we will put the full weight of my administration behind improving the quality of public education in this city, and we will build a school system that will meet children where they are and take them where they need to be. Thank you for your continued dedication, support and engagement in this historic effort.

Sincerely,

Mayor Adrian Fenty

A message from
Chancellor Michelle Rhee



To the DCPS Community:

The second of its kind, this report reflects the past year’s work to create a school system in which DC students excel in every grade level and subject area. Recent tests measuring academic proficiency — whether local and system-administered, or national and independent — show significant academic gains across the system. District students are showing just how much they learn and accomplish when given the opportunity to do so.

Many of you have contributed to the enormous effort that produced these gains. Whether you are a DCPS staff member, student, parent, grandparent, volunteer, concerned community member, funder, or business or government leader, you are one of thousands empowering our students to meet their potential. Thank you.

There is no doubt that much hard work remains. As we review the past year’s milestones, we also renew our commitment to creating schools to which every parent will be proud and confident to send their children. Most importantly, I remain ever mindful of the end results that this work yields in students’ lives.

For example, the progress we are seeing in reading and math assessments, students are also experiencing in their schools. Earlier this year, I visited a school that had shown encouraging gains the year before. I asked a student how it was going.

“It’s different,” he said seriously. “What do you mean?” I asked. He shook his head left to right. “They’re not playing.”

With over 45,000 futures hanging in the balance, this report echoes his observation. As always, our core beliefs are our guiding principles. We expect every adult in the DCPS to act in accordance with these principles every day. We believe that:

- All children, regardless of background or circumstance, can achieve at the highest levels;
- Achievement is a function of effort, not innate ability;
- We have the power and the responsibility to close the achievement gap;
- Our schools must be caring and supportive environments;
- We must engage our students’ families and communities as valued partners; and
- Robust data must guide our decisions at all levels.

Read on... we would love to hear what you think!

Michelle Rhee



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Summary

What We Have Accomplished Together

The transformation of District of Columbia Public Schools – from one of the lowest-achieving school systems in the United States to a world-class example of public education – began in 2007 with promising results. Our mission is to educate all children, and our 2008-2009 school-year results show progress. Students from every demographic group across the District made significant academic gains. We are moving towards our goal where race, economic class, special needs status, and English-language learning status no longer define our students' future opportunities.

Our accomplishments include the following: (1) our students made substantial academic gains across demographic groups across the District; (2) we continued to focus on improving teaching; (3) we continued to foster existing, and implemented new, innovative programs to help students and their families; (4) we improved our technology resources; and (5) we increased our efficiency.

We are creating a school system in which our community can take pride. However, while we must take stock of our accomplishments, we must also recognize that we have a long way to go before we are giving all of our students the education they deserve, and before all students are reaching their full potential. We will not slow down until we succeed.

Four Selected Headlines:

1.

Our students made substantial academic gains across demographic groups and across the District.

Students Outpaced The Nation With Gains On National Math Tests

DCPS students made dramatic gains that outpaced the nation in the National Assessment of Educational Progress (NAEP) math testing.

- The District had the greatest gains of any state in 4th grade math;
- DC fourth graders were the **only ones in the country** to report increases for every subgroup of students from 2007 to 2009;
- The District was one of only five states to show increases in math for both fourth and eighth grades. The others were Nevada, New Hampshire, Rhode Island and Vermont; and
- DC eighth graders tripled the national average in gains.



Working together to accomplish goals

The test results are especially encouraging knowing that NAEP is a gold-standard assessment administered from the outside that is not aligned to the DC CAS test our students prepare for in schools.

Students Made Substantial Gains In Their DC CAS Scores

The July 2009 District of Columbia Comprehensive Assessment System (DC-CAS) scores reaffirm our students’ progress. Specifically:

- 49% of elementary students are proficient in reading – up from 38% in 2007;
- 48% of elementary students are proficient in math – up from 29% in 2007;
- 40% of secondary students are proficient in reading – up from 30% in 2007; and
- 40% of secondary students are proficient in math – up from 27% in 2007.

Students’ Achievement Gaps Closed Across All Grade Levels And Students Proficiency Rates Increased For Virtually Every Subgroup

For example, we cut the gap between African-American and White secondary math students by 20 percentage points – down from 70% to 50% after just two years of reform. In addition:

- The achievement gap for elementary students narrowed six percentage points in math and six percentage points in reading;
- Special education, English-language learners, and economically-disadvantaged students made double-digit gains;
- English-language learning students built upon their 2008 gains with over half of all elementary students performing at grade-level in reading and math; and
- Economically disadvantaged elementary students have increased math proficiency rates by 17 points and reading proficiency rates by 9 points, with one-third of secondary students now performing at grade-level in math and reading.

2.

We continued to focus on serving teachers’ needs to develop their professional practices.

Input From DCPS Teachers Continues To Drive Reform

Throughout the year, over 500 DCPS teachers participated in informal meetings and discussions with Chancellor Rhee. All teachers were invited to attend these regularly scheduled, open-ended listening sessions that took place at the central office and in schools around the District. Teachers shared their concerns, desires for professional development, thoughts on performance assessment, classroom needs, and more.



Francis-Stevens Education Campus

Photo by Bel Perez Gabilondo



Alice Deal Middle School

Photo by Bel Perez Gabilondo

In addition, the Teachers Central to Leadership Fellowship Program brought six DCPS teachers to the central office during the summer of 2009 to work in key positions and to share their wisdom and perspective with the central office. Both of these initiatives will continue in the 2009-2010 school year.

Clear Standards Set Expectations For What Constitutes “Good Teaching”

With input from DCPS teachers, we created the Teaching and Learning Framework to define for all what constitutes good teaching, and to set clear expectations for effective, standards-based instruction. The Framework also aligns DCPS professional development with the agency’s overarching goals to provide all teachers with the necessary support to deliver on these expectations.

We Invested Greatly In Our Teachers And Their Professional Development

We quadrupled the investment in teacher and principal professional development, increased professional-development investment from \$3.7 million in FY 07 to \$11.1 million in FY 08, to \$28.6 million for FY 09. We also created, hired, and placed 188 instructional coaches to support teachers at the school level to improve effectiveness, and to increase daily student achievement.

New Leadership Energizes 77 Schools

Fifty new principals hired in 2008-2009 brought leadership, energized school communities, and supported new achievement levels. The 2009-2010 school year opened with an additional 27 new principals.



We implemented new, innovative programs and continued existing ones that strengthen our students’ academic achievement.

BURST: Reading, an early literacy intervention, was launched with 889 students at 37 elementary schools.

This program assesses student reading levels then provides specific lessons and materials designed for those who need literacy help. Students who have completed 10 targeted lessons show clear progress.

DIBELS was introduced into Schools to Better Measure Student Performance.

Through the measurement technology, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), teachers used the DIBELS hand-held devices to frequently measure students’ progress and then adjust their instruction accordingly to target the needs of individual students. As a result, 15,500 students in grades K-3 in 72 elementary schools improved.

We Expanded the Schoolwide Application Model (SAM) from 8 to 16 elementary schools.

This school model focuses on fully integrating and coordinating resources to improve academic and social outcomes for all students. All students, including students with disabilities, benefit from this model by receiving the support they need to excel. A full-time Academic Instructional Coach at each SAM school supports teachers’ efforts to individualize instruction through flexible groups and peer pairing.

New Discipline Code Established With Input From Students And Many Community Members

We reviewed, researched, and rewrote the Discipline Code to better reflect DCPS’s belief in student success and achievement. Community consultation guided the entire process and gave DC citizens a voice in the new policies. The Discipline Code recognizes and encourages students who exhibit appropriate, non-disruptive behavior with prevention and intervention strategies for those who do not. It maximizes learning time and puts a high value on positive, respectful relationships among staff and students.

DCPS Leads The Country In Afterschool Reform

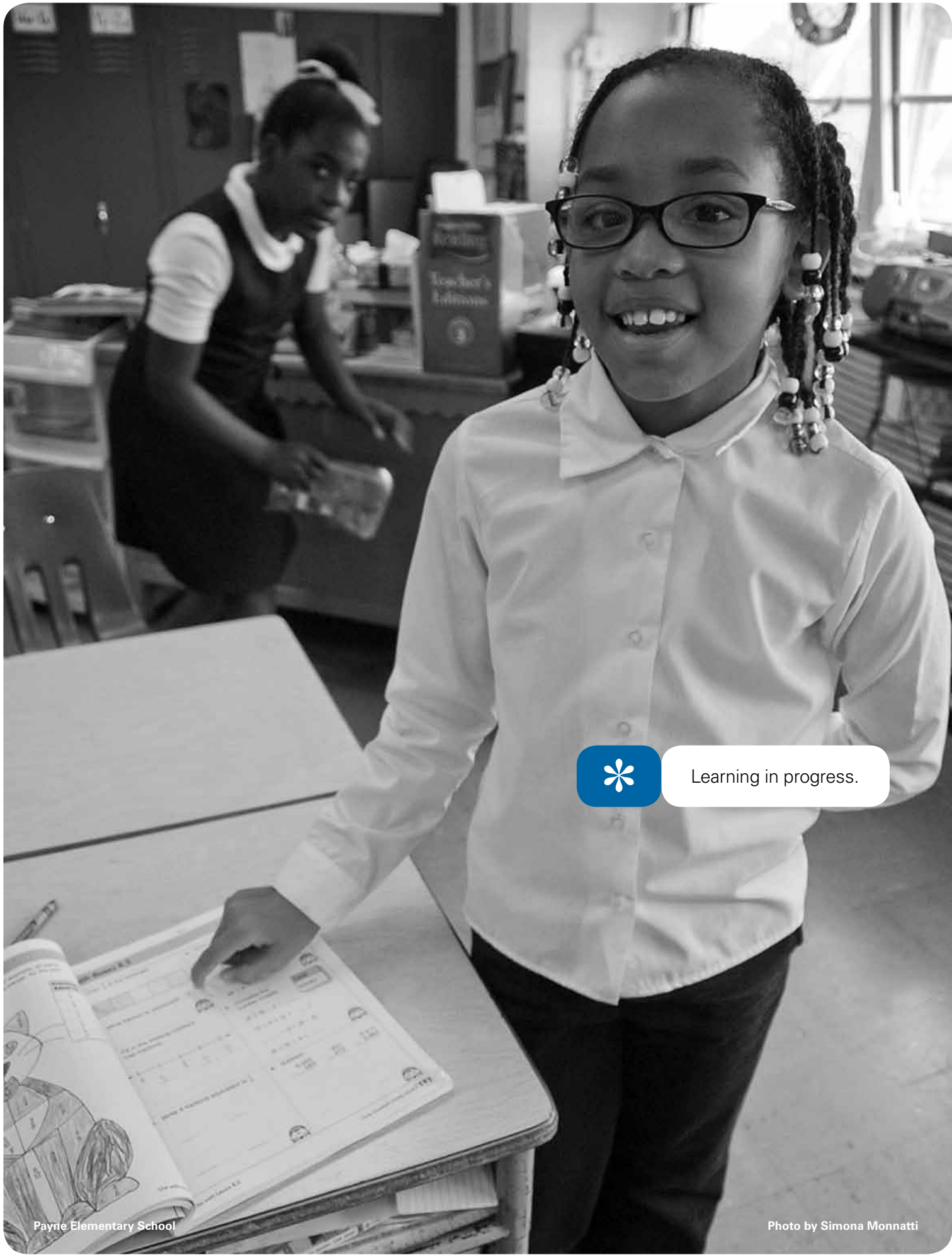
Full-time, dedicated afterschool coordinators in nearly every school began to manage the critical work of afterschool programming beginning in 2008-2009, planning and overseeing a robust and responsible set of afterschool activities, including attention to academics that serve all children.



In partnership with the Office of Public Education Facilities Modernization, improvements to our schools’ facilities support better teaching and learning

During the 2008-2009 school year, DCPS successfully:

- **Opened six fully modernized schools;**
- **Partnered with the Office of Public Education Facilities Modernization to modernize schools in Wards 1, 2, 3, 4, 6 and 8** enabling students to begin the 2009-2010 school year in completely modernized school facilities that enhanced the classroom environment and allowed for more focused learning;
- **Upgraded 11 pre-kindergarten classrooms** with new furnishings and/or facilities enhancements to provide an improved learning environment;
- **Installed new play sets and/or fields at 14 schools** across the city. Wards 1, 2, 3, 5, 6, 7 and 8 benefited from these improvements; and
- **Upgraded health suites in nearly 50 schools over the summer break** so that students now have the benefit of receiving health services in a modern environment.



Payne Elementary School

Photo by Simona Monnatti

Introduction

Progress: Second Year Of Reform Report

This report reviews points of progress reached during Year Two in the context of DCPS’s long-term goals as laid out in our Five-Year Action Plan. The Action Plan is a living document, drafted with roots in DCPS’s Master Education Plan and benefiting greatly from continuing, significant input from community members across the city. We continue to track our progress against the goals and projections delineated there.

This report is organized into the same six interdependent categories found in DCPS’s Five-Year Action Plan, and reports out against the Plan’s goals in each:

- 1. **Compelling Schools** – Create schools that provide a consistent foundation in academics, strong support for social and emotional needs, and a variety of challenging themes and programs.
- 2. **Great People** – Develop and retain the most highly-effective educators in the country, and recognize and reward their work.
- 3. **Aligned Curriculum** – Implement a rigorous, relevant, college-preparatory curriculum that gives all students meaningful options for life.
- 4. **Data-Driven Decisions** – Support decision-making with accurate information about how our students are performing and how the District as a whole is performing.
- 5. **Effective Central Office** – Provide schools with the support they need to operate effectively.
- 6. **Engaged Community** – Partner with families and community members who demand better schools.

In reviewing this report, you will see that our continuing focus on improving instruction for all students is evident and relentless in each one of these areas. Our children are smart, capable, and eager to learn. This reform places high expectations on them, their teachers, their school leaders, and all of us in the DCPS community. Our students continue to grow, and they show the world—and themselves—that they can achieve.

DCPS Five-Year Action Plan

The DCPS Five-Year Action Plan seeks to define, refine, and sequence the steps we are taking over the next five years to achieve the goals of the Master Education Plan. This process is facilitated with community input each step of the way.

Each year, DCPS revisits the initiatives laid out in the Five-Year Action Plan, assesses our current status, and defines the specific objectives we will focus on for the coming year. These objectives make up the annual DCPS Performance Plan to which the Mayor holds DCPS accountable.

We use the Five-Year Action Plan categories throughout this report. By design, category descriptions are forward-looking. They present the criteria by which progress is measured – and the vision to which we aspire.

You can review the Five-Year Action Plan on the DCPS website: dcps.dc.gov.



❖GOAL

Create schools that provide a consistent foundation in academics, strong support for social and emotional needs, and a variety of challenging themes and programs.

1. Compelling Schools

From DCPS' Five-Year Action Plan: We will build a diverse portfolio of high-performing schools, all offering a full complement of academic and enrichment programs and wrap-around services that meet the needs of every student and work to attract families. We will do this by enhancing the quality of our school portfolio, ensuring accountability for school performance, making schools safer and more modern, and expanding our ability to meet the needs of students with special needs.

Together, our **Schools** became stronger during the 2008–2009 school year in the following ways:

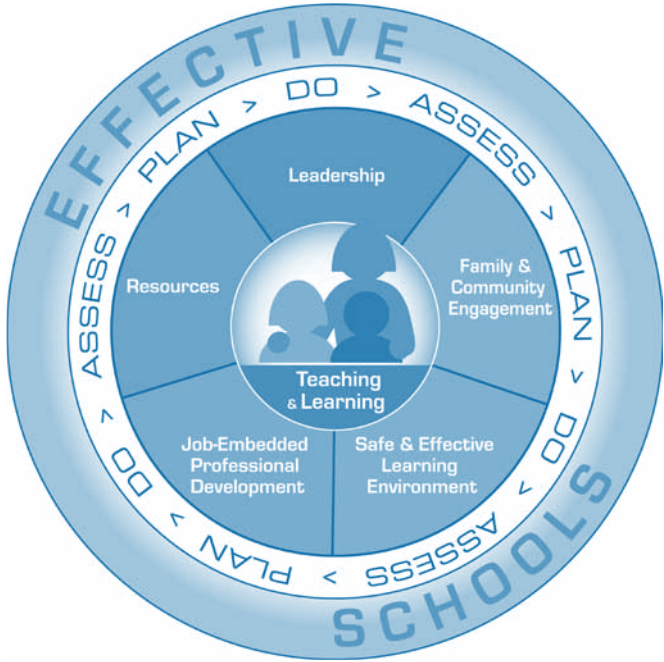
Increased Investments And Input In DCPS Schools

- **Increased amounts of funding going directly to schools.** Direct funding increased from 68% of total DCPS budget in fiscal year (FY) 2007 (\$575 million out of an \$848 million total budget) to 77% in FY 2009 (\$587 million out of a \$765 million total budget);
- **Doubled spending on expanded Pre-K programs** – from \$20.6 million in FY 2007 to \$41.2 million in FY 2009;
- **Provided principals with budgetary flexibility.** Principals now determine how to staff their schools and expend their funds once comprehensive staffing model requirements are met; and
- **Engaged parents and community members in the budget process through a number of community meetings and postings.** Participants reviewed and commented on an initial draft of the proposed DCPS FY2010 budget. Later, technical assistance was provided for principals, their staffs, and local school restructuring teams. Preliminary school budgets were posted so that every school community had the chance to examine and comment on its budget. Two city-wide discussions provided community members with additional opportunities to get further clarity on the FY-10 DCPS budget.

Sometimes the success we see extends beyond numbers and test scores. This concept is best summed up by our community members' observations. As one parent noted, "I've been with DCPS all my life. I am a product of the public school system and I've worked with DC Public Schools. I've seen how much it has developed. There's strong teaching at Bunker Hill, a good student-teacher ratio, good ethics and good curriculum. The transition (Bunker Hill is a consolidated school) has forced parents to step up, come in and offer more assistance and I have seen a change in the level of involvement. We have been a divided community for a long period of time and with the transition and things such as performances, the kids are being received well in one place and it allows for parents to come together and embrace one another. We've always been a close community, although divided, and now it seems like we're fully embracing everyone."

Innovative Models And Programs Support Every School And Student

- Implemented an Effective Schools Framework.** The DCPS foundational framework, which informs principals, teachers, parents and the community, describes the six essential elements for all DC public schools: Leadership, Family and Community Engagement, Safe and Effective Learning Environment, Job-embedded Professional Development, and Resources.
- Designated Autonomous Schools.** This program is based on our belief that successful schools should be empowered to continue their successes and drive student achievement to even higher levels. Schools that are high-performing schools and show high rates of student growth can apply for autonomous status. If successful—after a rigorous evaluation process—autonomous schools gain enhanced flexibility in determining budget, instructional program, professional development, scheduling, and textbooks.
- Established Catalyst Schools.** Announced in July 2009, 13 DC Public Schools will transform into theme-based Catalyst Schools. These schools are spending the 2009-2010 school year creating plans to refocus their strategic school design and content delivery in one of three themes: STEM (science, technology, engineering, math), Arts Integration, and World Cultures.
- Expanded the Schoolwide Application Model (SAM) from 8 to 16 elementary schools.** The SAM model is a general education support approach that focuses on fully integrating and coordinating resources to improve academic and social outcomes for all students. Students with disabilities benefit from this model by receiving the support they need to excel in their least-restrictive environment. A full time Academic Instructional Coach at each SAM school supports teacher efforts to individualize instruction through flexible groups and peer pairing. Our 2008-2009 pilot at eight schools was expanded to 16 schools for the 2009-2010 school year.
- Expanded the Full-Service School (FSS) approach from 8 to 11 middle schools.** Full Service Schools bring together leading practices from the fields of education and mental health by placing academic coaches and other behavioral and mental health professionals within the school to support the teachers and students daily. During the 2008-2009 school year, 54 additional positions were added – 16 were instructional coaches, the remainder were behavior, mental health, family support, and other wraparound services positions. These individuals work with school staff to create a network of support through which we meet all students’ needs.
- Established new discipline code.** With extensive research and broad community input, the DCPS discipline code was refocused and updated. The new code balances recognition and encouragement for students who exhibit appropriate, non-disruptive behavior with prevention and intervention strategies for those who do not. School communities will be able use this new student discipline code to maximize learning time as well as create positive, respectful relationships among staff and students.



Catalyst Schools

- STEM Schools**
 - Beers Elementary School
 - Burroughs Education Campus
 - Emery Education Campus
 - Langdon Education Campus
 - Malcolm X Elementary School
 - Whittier Education Campus
 - Ludlow-Taylor Elementary School
- Arts Integration Schools**
 - Sousa Middle School
 - Takoma Education Campus
 - Tyler Elementary School
- World Cultures Schools**
 - Columbia Heights Education Campus
 - Eaton Elementary School
 - Payne Elementary School
- Autonomous Schools**
 - Barnard Elementary School
 - Benjamin Banneker Senior High School
 - Key Elementary School
 - Noyes Education Campus

Full Service Schools

- Eliot-Hine Middle School
- Hart Middle School
- Jefferson Middle School
- Johnson Middle School
- Kelly Miller Middle School
- Kramer Middle School
- MacFarland Middle School
- Ron Brown Middle School
- Shaw Middle School @ Garnet-Patterson
- Sousa Middle School
- Stuart-Hobson Middle School

Schoolwide Application Model (SAM) Schools

- 2008-2009 Pilot Schools**
 - Beers Elementary
 - Hendley Elementary
 - Moten at Wilkinson Elementary
 - Murch Elementary
 - Noyes Elementary
 - Raymond Elementary
 - Simon Elementary
 - Stanton Elementary
- 2009-2010 Schools – include pilot schools and those listed below**
 - Ferebee-Hope Elementary
 - Garfield Elementary
 - Kenilworth Elementary
 - MCTerrell Elementary
 - NevalThomas Elementary
 - Patterson Elementary
 - Shaed Elementary
 - Turner Elementary at Green

Matching Our Schools Portfolio With Student And Community Needs

- **Originated 15 new preK-8 education campuses** that are designed to increase student achievement by decreasing the number of transitions for students, creating more intimate learning communities for middle grade students, and capitalizing on family involvement from elementary through middle school.
- **Increased school choice, transparency, and fairness in the early childhood application process** by centralizing the pre-school and pre-kindergarten lotteries, increasing the number of Out-of-Boundary schools to which parents could apply from three to five; and automatically accepting Out-of-Boundary students at the schools into which their current schools feed. Two-thirds of parents who entered a DCPS school lottery in prior years rated this year’s lottery as improved. Nearly 60 percent of lottery applicants were placed at a school of their choice, including 63 percent of pre-school students and 64 percent of pre-kindergarten students.
- **Added 15 additional preschool and pre-kindergarten classrooms across the city** in response to increasing parent interest in enrolling their children in these early grades.
- **Opened a twilight program at Ballou High School targeting overage students.** The program currently serves almost 200 ninth graders who had previously accumulated more than 250 suspensions, failed at least one course, and had earned only 133 of 544 credits attempted.
- **Refined programming at all three STAY (adult education) programs: Ballou, Roosevelt, and Spingarn.** Existing high school diploma and GED preparation is now enhanced through pathways that lead to specific careers.
- **Improved planning and enrollment efficiencies by re-aligning the residency verification timeline,** working with the Office of the State Superintendent of Education and the State Board of Education.

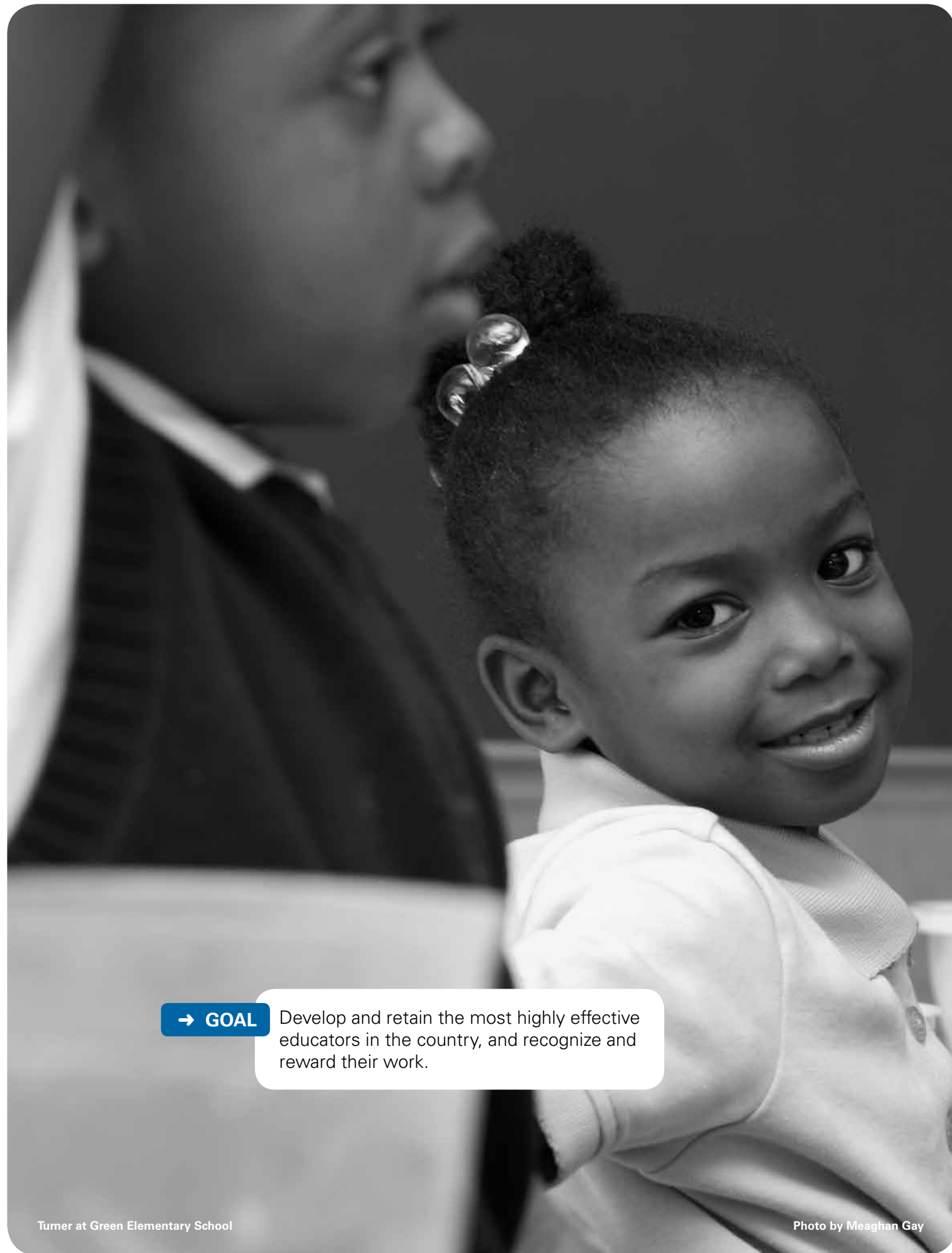
Many Schools Are Upgraded To Better Facilitate Teaching And Learning As A Result Of DCPS’ Partnership With The Office Of Public Education Facilities Modernization

- **Implemented modernizations focused on classroom improvements at four schools:** These modernizations fundamentally improved the look, feel and functionality at Ferebee-Hope, Tubman, and Brent Elementary Schools, and Burroughs Education Campus.
- **Installed new play sets at nine schools**—Ludlow-Taylor, Seaton, Ferebee-Hope, Terrell, Kenilworth, Shaed, Ketcham and Brent Elementary Schools, and Reed Learning Center.
- **Completed fields and/or field and play set combinations at five schools**—Mann, Murch, J.O. Wilson, and Tubman Elementary Schools as well as Adams School.
- **Opened six fully modernized schools** in partnership with OPEFM and the Office of the Deputy Mayor for Planning and Economic Development: Savoy and H.D. Cooke Elementary Schools, Deal Middle School, Wheatley and Walker-Jones Education Campuses, and School Without Walls.

- **Upgraded 11 pre-kindergarten classrooms** with new furnishings and/or facilities enhancements resulting in an overall improved learning environment. In addition to the modernization of the schools listed above, Bancroft, Beers, Ludlow-Taylor, Oyster, Payne, and Tyler Elementary Schools received improved classrooms.
- **Upgraded nearly 50 health suites over the summer break** so that students receive health services in an updated environment.

Partnership With Office Of The Chief Technology Officer Improves Systems That Support Learning

- **Completed the connection of all 127 schools to high-speed broadband network.** Efforts increased Internet speed in the schools 50 times over, from speeds of 1.5 megabits per second (mbps) to as much as 100 mbps. Reduced the cost of the wide area network by \$2 million per year.
- **Established wireless connectivity to 28 schools.** Installed Wireless Access Points in 28 schools to enable mobile computing in classrooms and administrative areas where data network drops are not installed.
- **Directed \$10M in Federal E-Rate funding to key technology investments.** Directed \$10 million to pay for voice and data circuits. In the absence of E-Rate funding, DCPS would have had to fund these services.
- **Installed Tandberg Video conference collaborator in two schools to increase student access to learning resources.** This technology allows students and teachers to connect and collaborate with others around the world. Team-teaching lessons, attending professional development courses and conferences, and delivering guest lecturers are typical classroom uses of this technology.
- **Implemented new technology applications to support and improve teaching and learning.** Redesigned and enhanced the Out-of-Boundary application system that allows families to apply for enrollment in schools outside their home boundaries. Deployed the new Capital Gains System to track the credits earned by students in this innovative, financial rewards for academic performance system.
- **Issued 25,000 DC One Cards as the school identification card for grades 6-12 students in more than 50 schools.** This DC One Card also works on Metro buses and trains, at DC Public Libraries and District Parks and Recreation Centers.



→ **GOAL**

Develop and retain the most highly effective educators in the country, and recognize and reward their work.

Turner at Green Elementary School

Photo by Meghan Gay

2.

Great People

From DCPS' Five Year Action Plan: DCPS high-performing employees have long been unrecognized and unrewarded while poor performers faced no real consequences. We have committed to building a system that identifies, hires, develops, and rewards the many passionate and talented people in the system, and that holds every school employee accountable for performing his or her duties competently.

Together, DCPS' **People** helped realize the following accomplishments during the 2008–2009 school year:

The grandmother of a second grade student felt that he was not getting the help he needed at his charter school. So, for third grade, she enrolled him at Plummer Elementary School. "Principal Gray got on top of it. He got the reading specialist to come to my house. He got the psychologist to come here. And he got a math tutor. This school makes you feel wanted," the grandmother said. Plummer Elementary School has made double digit gains in both math and reading since 2007.

Ensuring Quality Leadership Now, And Into The Future

- **Successfully recruited and supported 77 new principals** — 50 for 2008-2009 school year, and 27 for 2009-2010. Systematic recruitment efforts targeted experienced administrators from within and outside the Washington, D.C. Metropolitan region and DCPS collaborated with current administrators to identify promising leaders within DCPS. Interest in DCPS is high: we received more than 650 applications for administrative positions that began in Fall 2009.
- **Developed instructional leaders through a Principals' Academy.** The Academy provides resources, support and differentiated professional development to principals to ensure that they are building all six elements of the Effective Schools Framework into their schools. As part of the 2008-2009 Academy, each principal developed a Comprehensive School Plan based on the expectations outlined in the Framework, formative assessment results, and the expressed needs and priorities of the local school community. Each Academy session provided support for principals to implement their Comprehensive School Plans, including workshops focused on the development of principals' leadership competencies. Principals will be held accountable throughout each school year through performance evaluations aligned to the Framework. Future Academy support will maintain alignment with the Framework and ensure that principals receive the support they need to develop and lead effective schools.

2. Great People

- **Engaged DCPS teachers in many aspects of reform.** Throughout the year, more than 500 DCPS teachers participated in informal meetings and discussions with Chancellor Rhee. All teachers were invited to attend these regularly scheduled, open-ended listening sessions that took place at the central office and in schools around the district. Teachers shared their concerns, desires for professional development and thoughts on performance assessment, classroom needs, and more. These meetings will continue in the 2009-2010 school year.
- **Launched the Teachers Central to Leadership (TCTL) program with six DCPS teacher fellows.** TCTL is an initiative created to ensure that teachers’ voices are heard when making decisions at the central office. The first program of its kind in an urban school district, six TCTL fellows spent the summer working collaboratively with the school system’s senior leadership in six critical departments: 1) Teaching and Learning, 2) Special Education, 3) Human Capital, 4) Data and Accountability, and 5) Community Partnerships. Nearly 150 teachers applied for the 2009 fellowships.
- **Expanded the Urban Education Leaders Internship Program to bring the best and brightest undergraduate and graduate students to DCPS and contribute to the reform process.** The highly competitive and successful program launched in the 2007–2009 school year and included 74 interns. School year 2008–2009 brought 176 interns to DCPS who worked on projects that ranged from investigating a new process and possibilities for student field trips to streamlining the central office hiring process.
- **Recast the role of instructional superintendents and expanded their staffs.** These leaders now focus solely on instruction, rather than day-to-day school operations now handled by a designated central office team. Their offices, now located in schools rather than at the central office, enable close collaboration with principals and teachers.
- **Relocated special education cluster supervisors from the central office to school sites, enhancing connections with students and staff and supporting the needs of our special education students.** This has allowed the team to build communication and cooperation between special education staff and cluster staff and give everyone a more complete picture of the environment in which our students learn.
- **Reduced caseloads for special education case managers from 300-400 students per manager to 110 students per case manager.** Staff can now effectively monitor students who have been temporarily placed outside of the DCPS system and begin to identify those that can transition back to their neighborhood schools from the non-public placements.

Highly Qualified, Effective Teachers

- **Increased by more than 30% the number of classes taught by highly qualified teachers as determined by No Child Left Behind (NCLB).** NCLB defines a highly qualified teacher as holding at least a bachelor’s degree, obtaining full State certification, and demonstrating knowledge in the core academic subjects he or she teaches.

Urban Education Leaders Internship Program participants came to DCPS from the following universities and graduate schools:

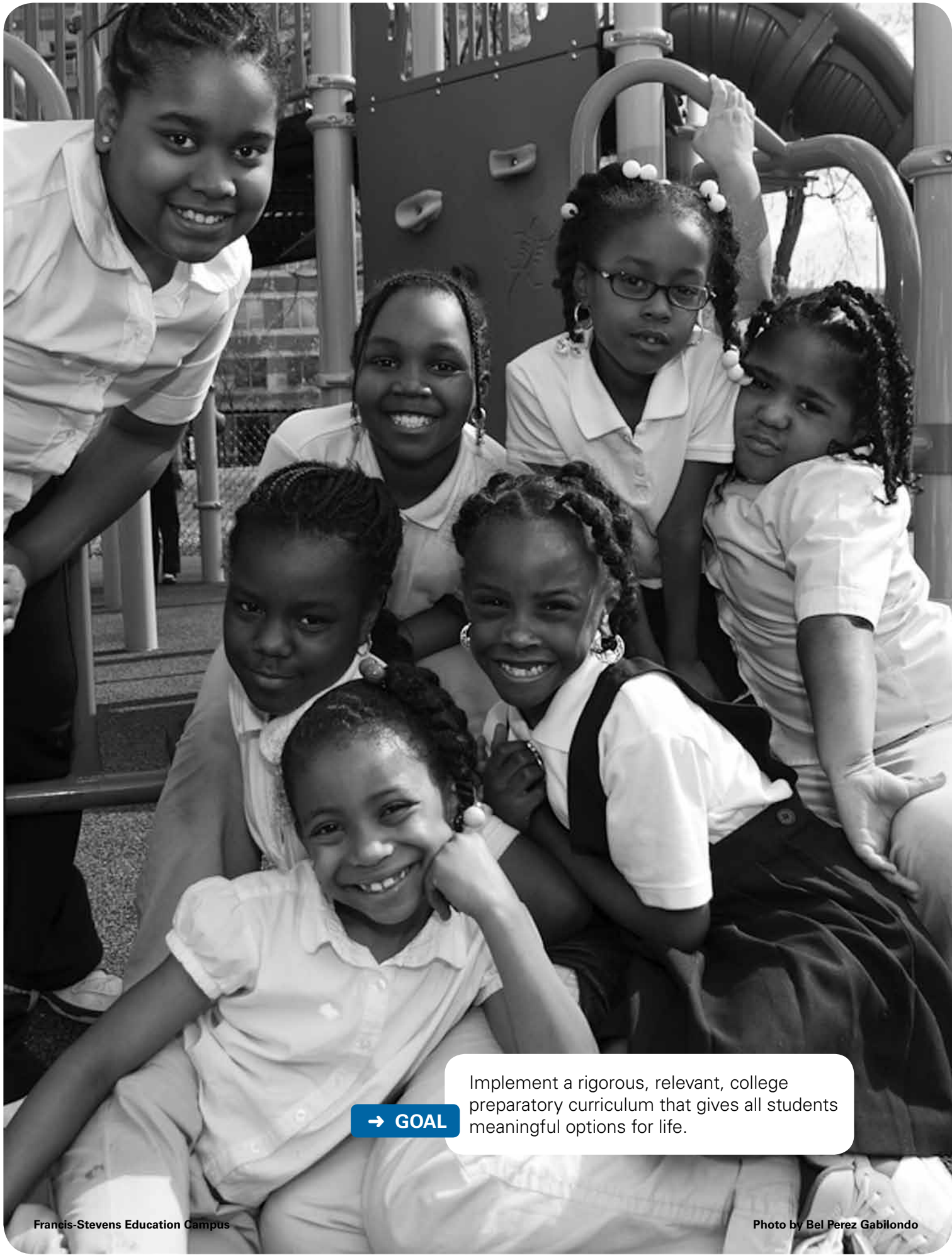
American University, Bennett College, Brown University, Bucknell University, Cal Poly San Luis Obispo, Catholic University, Clark University, College of Santa Fe, College of William and Mary, Columbia University, Connecticut College, Cornell University, DePauw University, DePaul University, George Mason University, George Washington University, Georgetown University, Harvard University, Howard University, Johns Hopkins University, Lafayette College, Lehman College – CUNY, MIT, Northwestern University, Ohio State University, Princeton University, Stanford University, Trinity, Tufts University, UC Berkeley, UC Los Angeles, UC San Diego, UNC-Chapel Hill, University of Alabama, University of Maryland, University of Pennsylvania, University of Texas, Arlington, Webster University, Wesleyan University, Whitman College, Yale University

Graduate Schools: Columbia School of Business, Duke Fuqua School of Business, Duke School of Public Policy, GW School of Law, GW School of Education, GW School of Public Policy, Georgetown Law School, Georgetown Public Policy Institute, Harvard Business School, Harvard Kennedy School of Government, Harvard Law School, Harvard School of Education, Howard School of Education, Howard Law School, New School for Management, Northwestern Law School, Oxford University, Princeton Woodrow Wilson School of Public Policy, Stanford Law School, Stanford School of Business, UC Berkeley Law School, University of Maryland School of Business, University of Virginia School of Public Policy, University of Virginia School of Business, University of Pennsylvania Law School, Yale Law School, Yale School of Management

Teachers Central to Leadership (TCTL) Fellows represented the following DCPS High Schools: HD Woodson High School, Columbia Heights Education Campus, HD Cooke, Bruce Monroe Elementary School at Park View, Scott Montgomery Elementary School, Savoy Elementary School

Boosting Performance Through Professional Development And Fair Evaluation Process

- **Quadrupled the investment in teacher and principal professional development.** In all, DCPS increased its professional development investment from \$3.7 million in FY 07, to \$11.1 million in FY 08, to \$28.6 million for FY 09.
- **Created, hired and placed 188 instructional coaches** to support teachers at the school level to improve effectiveness and increase student achievement daily. The central office professional development team of 11 specialists trains and supports coaches, and supports system-wide professional development in critical areas identified by data.
- **Implemented individual professional development plans and strong support for all teachers with unsatisfactory performance ratings.** Strategies for performance improvement include assistance and support from instructional leaders, observing exemplary teachers, receiving detailed feedback on lessons, attending professional development sessions, meeting weekly to review lesson plans, and reading about and discussing best practices. This comprehensive process is designed to afford all of our teachers the opportunity to grow and improve in a structured, fair process, but recognizes the reality that those who are failing in their obligations to our children should not continue to be in the classroom.



→ GOAL

Implement a rigorous, relevant, college preparatory curriculum that gives all students meaningful options for life.

Francis-Stevens Education Campus

Photo by Bel Perez Gabilondo

3. Aligned Curriculum

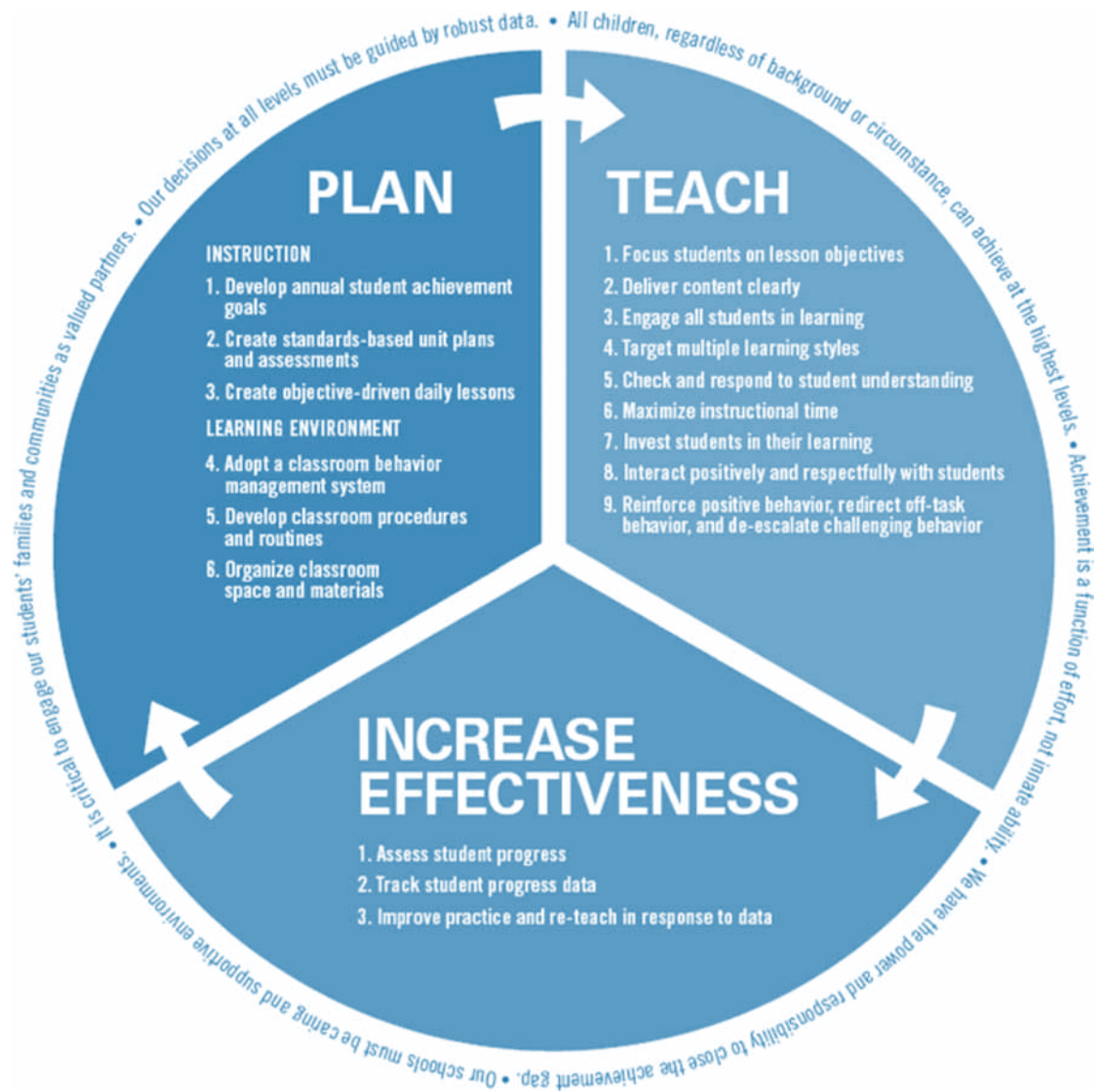
From DCPS’ Five Year Action Plan: DCPS must take seriously its responsibility to help students build the basic skills that form the foundation for productive lives, and challenge every student to achieve to his or her full potential. Going forward, we will align our curriculum, instructional materials and approach, assessments, use of data, and professional development toward clear and ambitious goals. Everyone in the system, including teachers, students, and parents, will know what those goals are and what their role is in helping us to reach them.

Together, DCPS’ **Curriculum** was improved during the 2008–2009 school year in the following ways:

Teaching And Learning Focus Drives Student Achievement

- **Reorganized the Office of Teaching and Learning to support the drive to increased student achievement.** The people involved in professional development, summer school, innovative school models, the gifted and talented programs, English language learner instruction and other important programs and offices now operate under a single strategic vision.

- Created the Teaching and Learning Framework to ensure high expectations for teacher performance and high-quality classroom instruction for all DCPS students. The Framework provides a common language and clear expectations for effective standards-based instruction. The Framework also seeks to align all professional development so that all teachers have the necessary support to deliver on these defined expectations.



Increasing Proficiency Across The Curriculum

- Launched BURST: Reading, an early literacy intervention, with 889 students at 37 elementary schools.** This program assesses student performance then provides specific lessons and materials designed for those who need literacy help. Students who have completed 10 targeted lessons show clear progress.
- Enhanced student performance measurement for 15,500 grades K–3 students in 72 elementary schools with DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments.** Teachers measure students’ progress frequently using handheld devices then adjust instruction to target the needs of individual students.
- Designated placement specialists within Cluster 6 alternative programs.** These specialists placed more than 50 recent dropouts back into school programs and monitored their progress during the 2008-2009 school year.

Success For Students With Special Needs

- Made significant progress in meeting the provisions of the Blackman Jones consent decree.** On November 1, 2008, DCPS faced a backlog of 898 overdue cases; as of June 30, 2009, only 58 remain. While working to eliminate the backlog, we have continued to strive for timely implementation of new Hearing Officer Determinations and settlement agreements. Since November 1, 2008, 1,685 HODs and SAs have been closed, leaving only 198 total open cases including those in the backlog. This success is vital to achieving full compliance with the Blackman Jones consent decree and ensuring our students receive the support they need in a timely manner.
- Developed better services and supports for students with autism.** Designated “autism classrooms” at the elementary, middle and high school levels to provide necessary resources to children with autism. Regular interaction between teachers and behavioral consultants helps teachers understand and apply effective instructional techniques using applied behavioral analysis and verbal behavior methods. Middle and High School students work on a standards-based curriculum accommodated to their level and complemented with their Individualized Education Plan (IEP).
- Launched Project SEARCH in collaboration with U.S. Department of Labor to provide students with disabilities with meaningful, career-oriented work in professional settings.** Project SEARCH is a transition program that serves individuals with significant

Schools with Autism Classrooms

Barnard Elementary School
Beers Elementary School
Burroughs Elementary School
Davis Elementary School
Drew Elementary School
Garrison Elementary School
Hearst Elementary School
John Tyler Elementary School
Ludlow-Taylor Elementary School
Murch Elementary School
Patterson Elementary School
Tacoma Elementary School
Walker Jones Educational Campus
Eliot-Hine Middle School
Garnett Paterson Middle School
Kelly Miller Middle School
Eastern High School
McKinley Tech High School
Roosevelt High School

- disabilities through innovative workforce and career development. This program also educates employers about the potential of this underutilized workforce while meeting their human resource needs. A total of 12 students began this program in July 2009. The intent is to validate a model that will eventually be replicated in several other Federal agencies throughout the District of Columbia.
- **Redirected Nonpublic Transition Team time allocation to spend more time in schools.** By spending a significant portion of their time in private schools, this ensures that our privately placed students receive the services they need. The team can now carefully monitor our special education students' progress, and prepare them for transition to a non-segregated DCPS school when ready.
 - **Concluded the JC vs. Vance case, a six-year-old class action suit about special education services for incarcerated youth.** Students now spend 30 hours per week in a program that includes academic intervention, positive behavioral programs, and career and technical education programs.

We believe that all children, regardless of background or circumstance, can achieve at the highest levels. A parent illustrates the power of this belief: "I was concerned that my first grader had some kind of learning disability – or a problem with speech or reading. I brought it up to the school and they dealt with it right away. I met with the department heads, and then they met with my son alone. They assessed the situation; they weren't sure exactly how to diagnose him, so they started giving him extra mentoring and tutoring. They met with him twice a week and gave him that extra support he needed – because he needed extra help. It blew me away. I had a concern and it was addressed. They dealt with it not just until the end of the month but until the end of the year. They gave him every opportunity. He wasn't left behind."

Services And Support Beyond The Traditional School Day

- **Established afterschool programs at 98 DCPS schools and provided 85 full-time and 13 part-time afterschool coordinators to support them.** For the first time DCPS leads the country in afterschool reform. DCPS created the Office of Out of School Time and full-time afterschool coordinator positions to manage the critical work of afterschool programming. During the 2009-2010 school year we will conduct the first measurement of afterschool program impact.
- **Offered credit recovery at 16 high schools, moving more students toward graduation.** In the first semester SY 08-09, students earned 476 credits and were enrolled for 597 second semester. In fact, a total of 1314.5 credits were earned through credit recovery in SY 08-09.
- **Extended Saturday Scholars to 3,293 students in grades 3–8 as well as 10th grade—an increase of nearly 1000 students over the previous year.** Students received supplemental instruction at Saturday Academies. This 11-week academic intervention is designed to focus students on study skills and to prepare them for the standardized DC-CAS Test.
- **Expanded Summer School programs to reach more students across the city.** More students were enrolled in summer school this year than the previous year (2008). The total number of credits earned by students at summer school in 2009: 2864.5 credits. In 2009, summer school resulted in 368 students graduating from high school at a ceremony that included Secretary of Education Arne Duncan as commencement speaker.

Established Incentives For Success

- **Inducted 3,284 students into the new Capital Gains program partnership with Harvard University.** Grade 6–8 students receive financial incentives to improve their academic performance. Of the 3,284 students in the program, 2,374 now have active bank accounts.
- **Doubled the number of schools receiving TEAM Awards in their second year.** These awards provide significant incentives to personnel in schools that demonstrate significant results in student achievement. With \$10K rewards for principals and \$8K for each teacher, and awards for all school staff in the winning schools, schools that increased both reading and math proficiency by 20% were recognized for the hard work on behalf of their students.

Student Performance Again Confirms Impact Of Reforms

- **Increased elementary student proficiency to almost 50% in both reading and mathematics.** DC-CAS scores indicate 49% of elementary students are proficient in reading – up from 46% last year, and 48% of elementary students are proficient in math – up from 40% last year.
- **Increased secondary student proficiency.** DC-CAS scores determined that 40% of secondary students are proficient in reading – up from 39% last year, and 40% of secondary students are proficient in math – up from 36% last year.
- **Reduced the achievement gaps between African-American and White students across all grade levels and subject areas.** For example, the gap between secondary math students was reduced by 20 percentage points – from 70% to 50% after just two years of reform. The achievement gap for elementary students narrowed by 7 percentage points in math and 6 percentage points in reading.
- **Increased proficiency rates for virtually every subgroup, indicating that all students are making progress.** Special education, English language learners, and economically disadvantaged students made dramatic gains. English language learning students built upon their 2008 gains with over half of all elementary students performing at grade-level in reading and math. Economically disadvantaged elementary students have increased math proficiency rates by 17 points and reading by 9 points, with one-third of secondary students now performing at grade-level in math and reading.
- **34 schools met Adequate Yearly Progress (AYP).** Twenty-eight elementary schools and 6 secondary schools met the federal requirements for NCLB.
- **Increased to 72% the number of grades 9–11 students who took the Preliminary SAT (PSAT).** This is a 21 percentage point increase – up from 51% in 2006–2007 school year.
- **Continued to increase graduation rates from 67.9% in 2007, to 69.7% in 2008, to 72% in 2009.**

The driving motivation behind every activity the District implements is student achievement. One grandparent commented on the benefits of this focus, seeing the most important improvement has been in academics. Both of his older grandchildren – 8 and 10 years old – started receiving after-school tutoring two years ago. Every Monday, Wednesday and Friday both kids get an hour's worth of one-on-one instruction in reading and writing. "They've been making a lot of progress in reading and writing," he said. "The comprehension, the spelling, the reading: They're doing really well. The one-on-one thing is very important."

4.

Data-Driven Decisions

From DCPS' Five Year Action Plan: DCPS will actively use data on student performance to determine whether our students are learning and how best to help them. With stronger data systems and a new culture of using data to make decisions at the classroom, school, and district levels, we will use evidence to make decisions about how to help students learn, where to put our resources and how to manage our staff.

Data-driven Decision-making was improved during the 2008–2009 school year in the following ways:

Data-based Systems Support Stronger Schools

- **Undertook process to develop School Scorecards – a “report card” for schools that will give parents, school staff and the community helpful information about the performance of each DC public school.** We have held, and will continue to organize, several community and parent focus groups to determine the information parents would like to see reflected on a School Scorecard. The goal is to publish School Scorecards for all DC public schools in Winter 2010.
- **Upgraded the DC-STARS student information system to increase its speed, reliability, and functionality.** DC STARS, the Student Information System for DC Public Schools, holds student records for demographic data, grades, schedules, attendance, and transcripts. It is used by school staff as well as the central office staff for data entry and data-driven decision making.
- **Updated and verified DC-STARS data to ensure that all high school juniors and seniors are correctly classified based on graduation requirements.** Use of this data to target credit recovery efforts and information for summer school needs resulted in 370 students receiving their diplomas upon completion of summer school in August 2008.
- **Increased accuracy and fidelity of attendance data.** Attendance entry is now above 90%, compared to last year when only 43% of attendance was entered. We have provided schools with tools, resources, and expectations necessary to manage attendance so that the whereabouts of all students is known by schools, parents, and the central office.

→ GOAL

Support decision making with accurate information about how our students are performing and how the district as a whole is performing.

4. Data-Driven Decisions

- **Improved data collection and reporting between DCPS and the Office of the State Superintendent of Education with new systems.** DCPS shares data with the Office of the State Superintendent Education's (OSSE) Special Educational Data System (SEDS) via automated daily feeds to a secure site. These improvements allow both agencies to process information on a regular schedule, and to do so with increased efficiency.
- **Developed and distributed a number of critical reports for schools** – including homeroom membership lists, truancy reports, and DC-CAS reports.

Assessment Data Informs Instruction And Student Achievement

- **Provided quicker and broader access to DC Benchmark Assessment System (DC BAS) data.** In the 2008-2009 school year, more than 95% of schools could obtain and begin to use DC-BAS data within three days of testing, and increase from 75% the previous school year.
- **Improved the quality of, and access to, special education data.** This reform was coupled with extensive training so that special education staff can leverage that data to advance achievement and increase service to families.



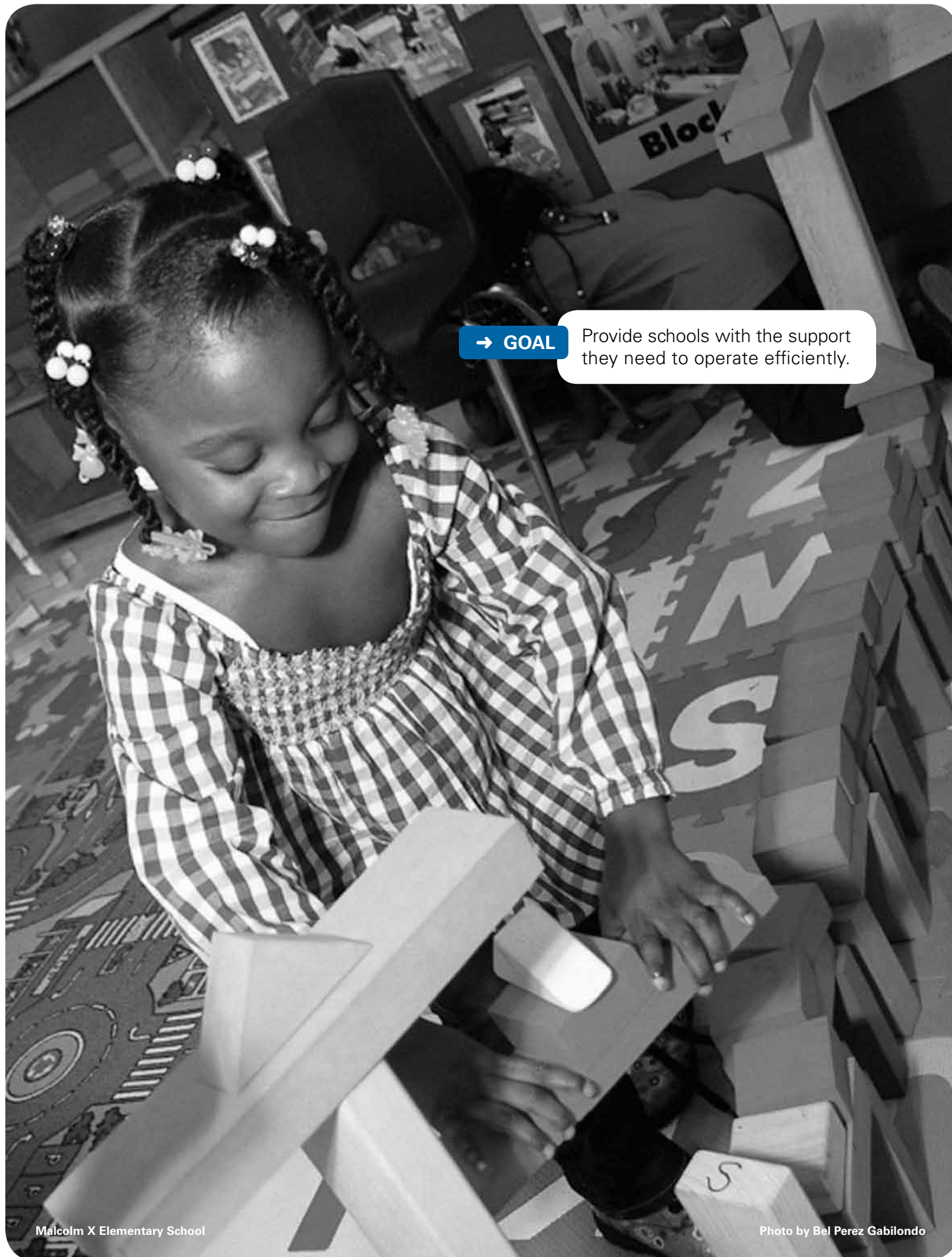
J.O. Wilson Elementary School

Photo by Bel Perez Gabilondo



Phelps Senior High School for Architecture, Construction, and Engineering

Photo by Meaghan Gay



Malcolm X Elementary School

Photo by Bel Perez Gabilondo

5.

Effective Central Office

From DCPS' Five Year Action Plan: Too often the central office has operated as though schools were there to serve it, rather than the other way around. The procurement process has been inefficient, costly, and confusing; budgeting procedures have been unclear and unmonitored; food service has lost money and provided low quality meals. Moving forward, the central office will deliver on its sole duty of efficiently providing schools with the services they need to operate, and teachers and students will be able to devote their time and energy to teaching and learning – the things that truly matter.

The **Central Office** was optimized to support schools during the 2008–2009 school year in the following ways:

Holding The Central Office Accountable

- **Created scorecards for each of the eight divisions within DCPS' central office.** The chief of each division has a scorecard outlining specific goals and metrics focused on student achievement. Each chief and the central office department is held accountable for progress and results. Goals, metrics, and progress are monitored at regular SchoolStat meetings with Chancellor Rhee and DCPS leadership.
- **Increased central office employee accountability with a cycle that includes two performance assessments per year.**

Leadership That Supports Schools And Their Students

- **Strengthened collaborative relationships and action planning with core service agencies to bring the power of coordinated services available to DCPS students.** These relationships combine DCPS' resources with organizations that include: the Office of Public Education Facilities Modernization, Office of the Chief Technology Officer, Metropolitan Police Department, Department of Mental Health, Department of Health, and Office of the Deputy Mayor for Education.
- **Launched PeopleSoft to ensure employment, salary, benefits and retirement information is accurately maintained.** This is a significant accomplishment, especially when compared to failed launches in 2001 and 2002.
- **Actively worked with union representatives to resolve and close over 250 union member grievances.** This reduced the grievance backlog from over 300 cases in 2007 to 42 as of May 1, 2009.
- **Provided 78 schools with complete free lunch service** – this represents 95% of all schools eligible for free lunch service.

Effectively Managing And Investing Available Funding And Assets

- **For the first time, developed a five-year financial forecast.** This regularly updated forecast supports strategic financial decisions today and helps anticipate future financial needs.
- **Redirected available funding to schools through central office staff reductions.** Reduced central office staff by 368 – 934 staff in fiscal year 2007, to 566 in fiscal year 2009. Central office headcount is proposed at 566 for fiscal year 2010.
- **Increased meal application collection to approximately 90%.** This represents the highest collection rate achieved in DCPS history.
- **Improved management and accounting of DCPS property.** Currently conducting an inventory analysis in order to eliminate excess property and reduce carrying costs by more than 50%.

Streamlined Operations Saves Resources

- **Leveraged the expertise of the General Services Administration (GSA).** GSA helped analyze procurement practices and made recommendations for improvement.
- **Designed and implemented a process to consistently track purchase requests.** Results have increased procurement efficiency and saved money.
- **Renegotiated multiple contracts.** Efforts resulted in a savings of \$600,000.
- **Established a rapid acquisition cell for the Office of Special Education (OSE).** This provides OSE procurement authority to make purchases of goods and services under the Blackman-Jones consent decree.
- **Reorganized the Office of Contracts and Acquisitions.** The structure now includes two customer service representatives that will assist customers with writing contracts, managing expiring contracts, training Contracting Technical Representatives, and quickly responding to urgent requests from schools and programs.
- **Streamlined warehouse and logistics operations with ultimate savings of more than \$1 million.** Decreased full-time equivalent headcount from 35 to 8, and expanding the use of contract employees to reduce associated personnel costs.
- **Optimized logistical services.** Conducted a cost and demand analysis for logistical services that resulted in the elimination of three seldom-used services and the out-sourcing of one service.

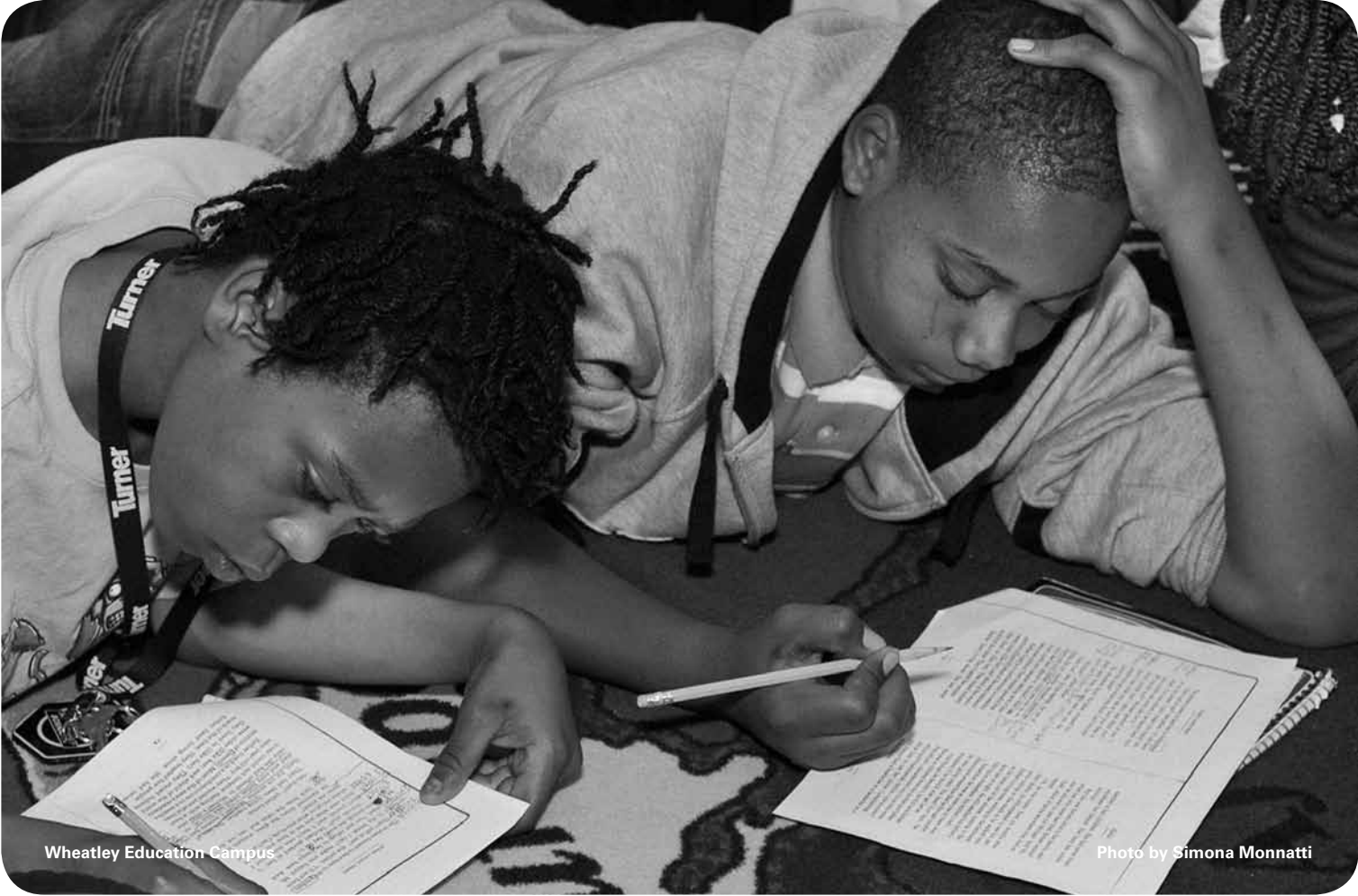
Critical Response Team Serves Community Needs Quickly And Effectively

- **Responded to more than 9000 requests during the 2008-2009 school year and received 900 calls and emails that were positive feedback.** From the first day of school last year to this, the Critical Response Team received and closed 9,148 requests that included issues, complaints, and inquiries from parents, teachers, other DCPS employees, community members, and others. In addition, they received 900 messages from people who wanted to register positive support for current reforms.
- **Established a new branch of the Critical Response Team (CRT) dedicated to Special Education and resolved 358 cases since December 2008.** Building trust, one family at a time, the special education CRT demonstrated that DCPS could meet the needs of its students with disabilities. It connected parents to school-level staff and partnered with colleagues to show that students with Individual Education Plans (IEPs) can and do receive timely, appropriate services, supports, and interventions.



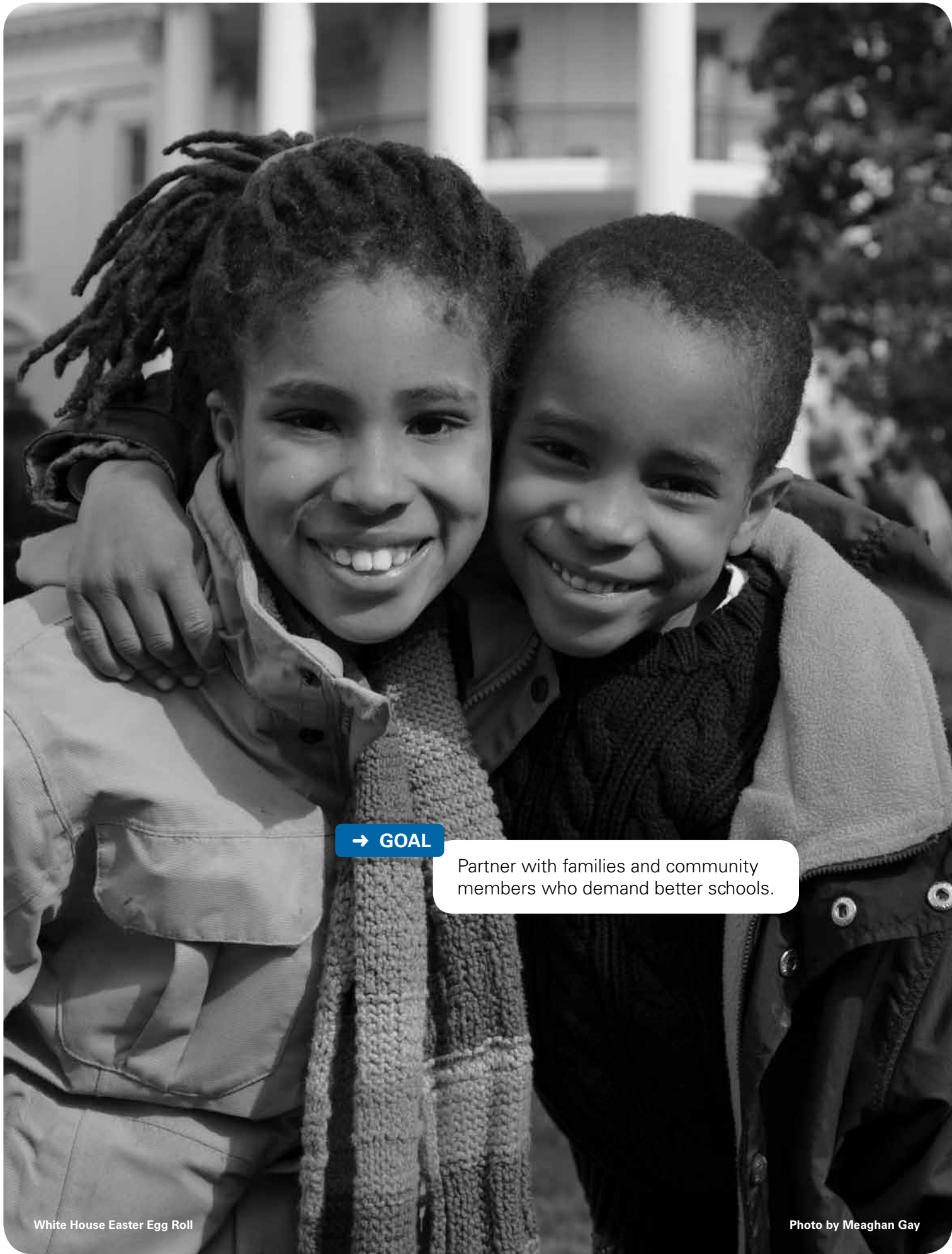
Powell Elementary School

Photo by Bel Perez Gabilondo



Wheatley Education Campus

Photo by Simona Monnatti



→ GOAL

Partner with families and community members who demand better schools.

White House Easter Egg Roll

Photo by Meaghan Gay

6. Engaged Community

From DCPS’ Five Year Action Plan: We must clarify the shared responsibility of parents, students, and the community in increasing student achievement, and engage stakeholders in making our schools successful. We will do this by increasing students’ engagement in their academic success, building trust and mutual respect between DCPS and its families, equipping parents with the information to advocate for their children’s success, and pursuing partnerships with business and community organizations.

Together, we **Engaged Community** during the 2008–2009 school year in the following ways:

Increasing Our Connections With DC Community

- **Launched dcps.dc.gov – the district’s new website – for the community, based on input from all DCPS stakeholders.** The website boasts a new look, fresh content and easier navigation so families and the DCPS community can find what they need quickly and easily. The site increases accessibility to up-to-date and accurate information and creates more transparency around what DCPS is doing to increase student achievement.



6. Engaged Community

- **Parent and Family Resource Centers fully staffed and operational for the first time.** Established in 2006, centers in Wards 1, 7, and 8 opened in July 2008 for a pilot year, experimenting with various kinds of programming and ways to reach parents. In centers, in schools, and at fairs and other community events, the three PFRCs together touched a total of nearly 4000 parents.
- **Increased the number of in-person opportunities for community engagement,** including monthly Chancellor’s Forums, additional city-wide community meetings, smaller living room meetings, parent advisors meetings, and high school cabinet meetings. DCPS sponsored more than 70 meetings during the 2008–2009 school year, and the Chancellor and her staff attended a great many more.
- **Hosted Annual Beautification Day with 2,400 volunteers in 114 schools.** Begun in 2005, each year individual community members, corporations, government agencies and other organizations help schools kickoff the year by sprucing up school buildings in every corner of the District. Among groups who worked this year were several ANCs, DC Council Member Kwame Brown’s office, MPD, many churches in the District and beyond, businesses large and small, the Washington Capitals, the Jordanian Embassy, the CIA, and the White House.
- **Provided numerous opportunities for more than 2000 volunteers to provide their services to schools and students throughout the year.** DCPS schools receive great benefits from the many services provided by many volunteers such as tutoring, grant writing, and other kinds of work that students and schools require.

Community Feedback Informs DCPS Progress And Future Success

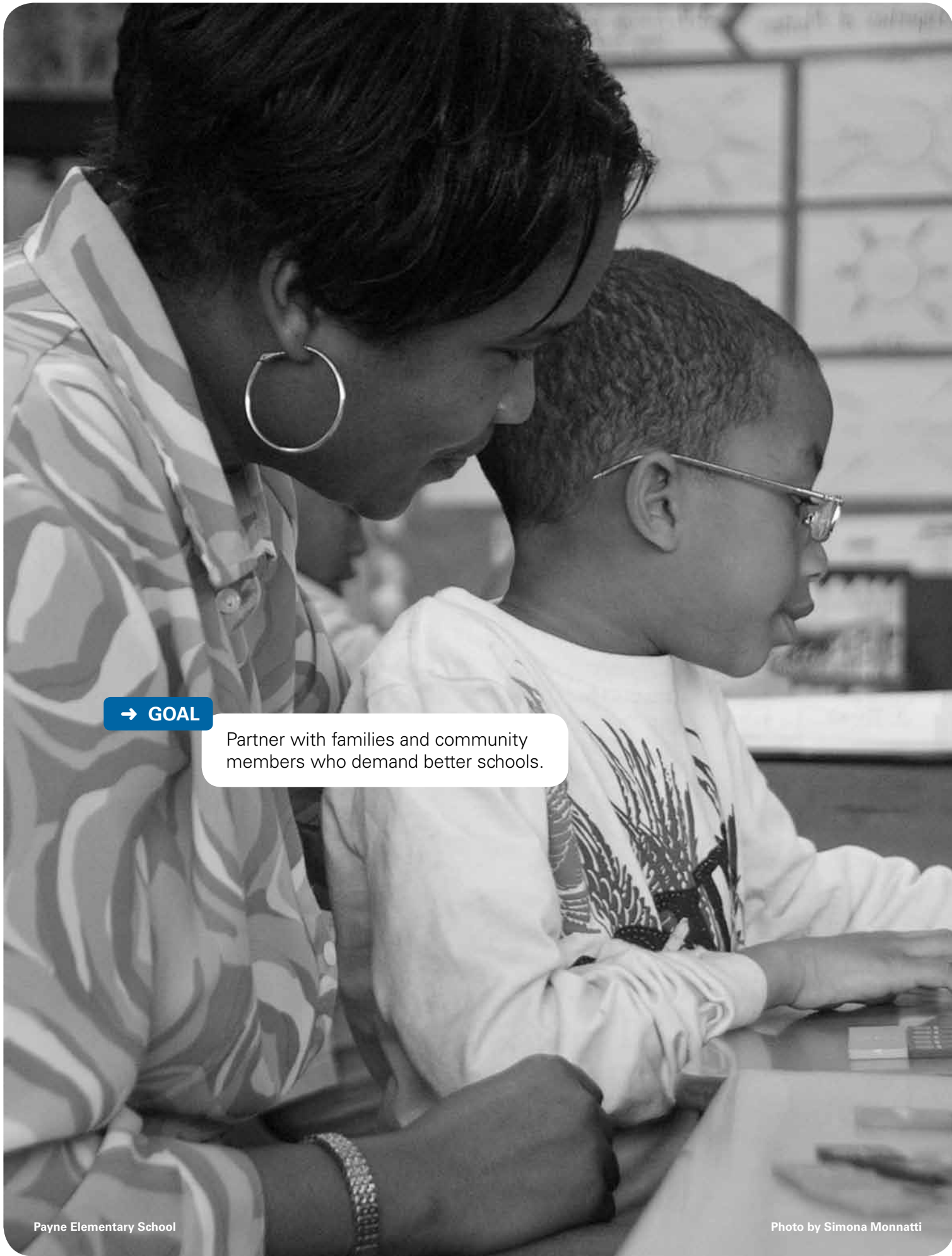
- **The High School Cabinet provides the Chancellor with student advice regularly.** Student leaders from each DCPS high school met with the chancellor once a month to discuss issues that are important to them in relation to schooling and learning.
- **Held regular meetings with groups of parents to listen to their concerns and hear their advice.** These parent advisors rotate to ensure the involvement and engagement of as many parents as possible and to guarantee DCPS leadership access to a broad range of opinions.
- **Hosted Living Room meetings.** Parents, the chancellor and other members of the DCPS leadership team are provided opportunities to converse informally within these small, informal settings. Hosted by DCPS parents, groups meet in living rooms, churches, or community centers. Parents set the agenda and meetings take place across the city. Seven living room meetings took place between March 18, 2009 and June 11, 2009.
- **Measured school- and district-level program satisfaction.** Administered baseline surveys to school staff, students, and parents to solicit feedback on a range of DCPS programs and issues. District-wide and school-based data from 2008-2009 surveys released in Fall 2009.
- **Engaged parents and the community in providing feedback via the DCPS website.** Expanded capacity by adding multiple avenues to receive information and provide feedback. Web feedback has been useful and plentiful—comments and suggestions on the school calendar, for example, came from more than 200 web-based responses.
- **Updated the DCPS five-year action plan, which articulates priorities and timing for the implementation of the Master Education Plan.** Extensive community input is sought to keep this working document fresh and aligned to community priorities and sensibilities. Three city-wide

meetings and extensive feedback via the web contributed to refinements in this year’s draft. The most recent draft along with a memo delineating changes made at the suggestion of community members are available for review at dcps.dc.gov.

- **Launched community-based, high engagement planning process for the future of Eastern High School.** This comprehensive, college-prep, neighborhood high school will be ready for ninth graders in Fall 2010. A large community meeting kicked off the process in February 2009. Since then, two community teams have been at work: the School Improvement Team works with the Office of Public Education Facilities and Modernization on plans for facilities and physical plant, and the Program Advisory Team works with DCPS staff on elements of academic focus, rigor, school culture, leadership, and student life. These teams regularly report out to the larger community.
- **Conducted an extensive year-long community engagement process around the revision of student discipline policy (Chapter 25 of the DCMR).** This process – included meetings and focus groups with students, teachers, parents, and community stakeholders.
- **Engaged the community in school scorecard development.** This significant process included two Chancellor’s Community Forums, a Scorecard Advisory Committee, a series of parent focus groups and feedback via the web. The School Scorecard is a “report card” for schools that will give parents, school staff and the community helpful information about the performance of each DC public school.

Communicating Our Success And Earning Future Support

- **Launched Chancellor’s Notes** – a short, online publication distributed twice monthly that regularly generates comments and suggestions from readers. Initial distribution of 600 has increased to 3,600 subscribers and continues to grow monthly.
- **Launched the Partners Newsletter** – a monthly publication that keeps 2,172 community partners informed about DCPS opportunities and activities.
- **Issued first-ever School Opening Report,** detailing the process by which we work toward school opening, our goals and targets for successful opening of schools 2009-2010, the metrics against which we measure ourselves and the results.
- **Launched first-ever DCPS school recruitment campaign.** Using radio and bus advertisements, along with community publications and events, the campaign made new and potential DCPS families aware of fine schools in their neighborhoods.
- **Enhanced the Rise to Success program that matches tutor-mentors from the private sector with students who have been in high school four or more years and are off-track from graduating to move them toward graduation and a successful future.** The Summer 2008 pilot at Cardozo included 21 tutors and their students. Extended program during the 2008–2009 school year to two additional high schools (Wilson High School and Spingarn High School), and 127 tutor-mentors and their students. As of August 2009, 32% of the program participants have earned their high school diplomas, and approximately 61% are still on track to graduate in June 2010.



→ GOAL

Partner with families and community members who demand better schools.

Looking Ahead

In last year's progress report, Chancellor Rhee stated "it is most important that we reflect on and assess the past year to improve and to move forward into a larger plan for achievement." Student achievement guides every action and decision, and its primacy is the foundation for the accomplishments that have been described in this report.

Together—students, teachers, school leaders, parents, and community members—we continue to make the kind of significant progress that is beginning to yield measurable results. Many decisions are exceedingly difficult. Our resolve is unfailing, however, because our children—many, many are working hard to climb the ladder toward academic confidence and success—and their achievement deserve nothing less.

Michelle Rhee, Chancellor
Kaya Henderson, Deputy Chancellor
Lisa Marie Ruda, Chief of Staff
Dr. Richard Nyankori, Deputy Chancellor for Special Education
Erin McGoldrick, Chief of Data and Accountability
Dr. Peggy O'Brien, Chief of Family and Public Engagement
James Sandman, General Counsel
Abigail Smith, Chief of Transformation Management
Anthony J. Tata, Chief Operating Officer

Barbara Adderley, Instructional Superintendent, Cluster I Schools
Clara Canty, Instructional Superintendent, Cluster II Schools
Timothy L. Williams, Interim Instructional Superintendent, Cluster III schools
Dr. Bill Wilhoyte, Instructional Superintendent, Cluster IV Schools
John Davis, Instructional Superintendent, Cluster V Schools
Chad Ferguson, Instructional Superintendent, Cluster VI Schools and Programs

We believe...

Front Cover Image: J.O. Wilson Elementary School; Photo by Bel Perez Gabilondo



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

For more information on all DCPS programs, [please see dcps.dc.gov](https://dcps.dc.gov).